

From the Editor...

Dear Readers,

We are with you again with the Ankara University Faculty of Educational Sciences Journal of Special Education's last issue, June 2020, Volume 21, Issue 2. As always has been, I would like to thank here those who contributed as our authors, reviewers, readers, our Academic Advisory Board, and our Editorial Board. I would like to indicate that as the Editorial Board, we put forth the effort to move our journal to a higher level both quantitatively and qualitatively in the forthcoming process...

Before presenting the articles of this issue I would like to inform you about a recent change in article publishing in Turkey. According to the TR Index Committee (TÜBİTAK ULAKBİM TR Dizin Komitesi) publishing rules, researchers who send articles to be published since the beginning of 2020 have to upload ethical committee approvals to the journal system on submitting their articles. Information regarding this issue can be found on our website <http://dergipark.org.tr/en/pub/ozelegitimdergisi/page/9169>

In this issue of our journal, as in the previous issues, there are six research articles and two review articles. I would like to briefly share these articles with you. The first research article in the current issue includes a study of Çiğdem İSTEL, Yıldız UZUNER, Ümit GIRGIN, Sema ÜNLÜER, Güzin KARASU, and Ayşe TANRIDİLER namely "An Examination of the Improvement Process of the Building Construction Course Applied to the Youths with Hearing Loss." The purpose of this action research was to examine the improvement process of the Building Construction I and II courses that were applied through the balanced instruction approach to students with hearing loss enrolled in the Architectural Drafting Program of the School for the Handicapped. Participants of the research consisted of the freshmen of the Building Construction I and II courses, the researcher, instructors, and the trustworthiness committee. The data collected compiling various data sets were analyzed through the descriptive and/ or inductive analyzing approaches. As a result of the research, the improvements seemed to have positive effects on the curriculum. The researcher improved in the research method and curriculum. These improvements were declared by the researcher and students.

The second study namely "Level of Awareness of Autism Spectrum Disorder among Members of Saudi Society: An Exploratory Study" was conducted by Ola M. SUKKAR and written in English. The study aimed at identifying the level of awareness of autism spectrum disorder (ASD) among Saudi society members. The author adopted the analytical descriptive approach and prepared a scale for measuring the level of ASD awareness. The sample consisted of 888 Saudis comprising 174 males and 714 females, aged 18 to 58 years old. Results showed that a total of 55.2% of the participants has no information about ASD and mass media represents the main source of information for 56.8% of them. There are no statistically significant differences in ASD awareness levels among participants from different districts. There are statistically significant differences in the level of ASD awareness between male and female participants, favoring females, and between young and old participants, favoring young. The highest ASD awareness level was among Ph.D. holders, and the lowest was among holders of moderate and lower qualifications. In regard of profession, the highest ASD awareness level was among practitioners of Special Education and the lowest was among the unemployed.

The third research article in this issue is authored by Funda ULUGÖL and Emine ERATAY namely "The Effectiveness of Video Modelling in Teaching Farming Skills to Individuals with Intellectual Disability." The study aimed at examining the effectiveness of video modeling (VM) in teaching skills to grow seedlings, which is a farming skill, to individuals with mild intellectual disability (ID), and the retention and generalization of the skills learned. At the same time, the degree of acquisition of non-targeted information presented through video modeling by the participants during the teaching period; the opinions of special education teachers and the families of participants on the teaching process presented through VM and the targeted skills were evaluated. Multiple probe design with probe conditions across subjects, which is a type of single-subject research design, was used in the research. One male and two female individuals, aged 18-22, with ID diagnosis were included in the study. Research findings indicated that VM was effective in teaching skills to grow seedlings to individuals with ID, that there was an increase in the acquisition of non-targeted information presented through video modeling in participants and that social validity was established in the research.

The fourth article which was conducted by Tansel YAZICIOĞLU namely "The Opinions of the Teachers Who Work in Resource Rooms about Resource Rooms Practices." The aim of this study was to determine the views of the teachers who work in the resource rooms. Eighteen teachers who worked in the resource rooms of the schools in Altındağ, Keçiören and Yenimahalle districts of Ankara participated in the study. In the study, qualitative method was used, and the data were collected through semi-structured interview questions and analyzed by content analysis technique by using inductive approach. The findings of the research showed that the resource rooms were not functional, that the schools did not have sufficient physical conditions for the resource rooms,

there were different practices in the planning of the training services carried out in the resource rooms, and that the school administration supported the studies carried out in the resource rooms.

The fifth research article namely *“The School and Science and Art Center from the Perceptions of Gifted Students”* was authored by *Uğur EPÇAÇAN, Ata PESEN, and Burhan ÜZÜM* in English. The aim of this study was to map the perceptions of gifted students about school and Science and Art Center (SAC) through metaphors. One of the qualitative research models called the phenomenological model was used in the study. This research was carried out with 63 students who were identified as gifted and enrolled in the Science and Art Center in Siirt province during the spring semester of the 2017-2018 academic year. In order to elicit students’ perceptions about concepts of “School” and “SAC”, a form with the statements “School is like....., because.....” and “SAC is like....., because.....” was given to the students. Content analysis was used to analyze the data. Findings revealed that gifted students produced 30 different metaphors related to the concept of “school” and 31 different metaphors related to “SAC” concept. Similar metaphors in relation to the “School” and “SAC” concepts were observed to have been used such as second home, home of education, entertainment center and useful book. However, it was determined that the environment in school and SAC didn’t form completeness, that’s to say, the school was expressed with both negative and positive metaphors while SAC was totally mentioned with positive metaphors.

“The Perceptions of the Preschool Teachers Regarding Identification and Education of Gifted Children” was authored by *Ahmet BILDIREN, Gamze GÜR, Ali Serdar SAĞKAL, and Yalçın ÖZDEMİR*. This study aimed to examine the pre-school teachers’ perceptions of giftedness. In this research, which was designed as a qualitative study, a semi-structured interview form was used. We conducted interviews with 40 pre-school teachers who are working at public and private schools in Aydın province through criterion sampling method. Content analysis technique was used in the analysis of interview data. Research results indicated that teachers mostly defined giftedness as excellence and superiority in dimensions of performance, intelligence, creativity, and talent. The participants more frequently emphasized the need for expert assessment in the identification of giftedness. Identifying the giftedness in pre-school period was considered important in terms of academic and talent development of children. In the education of gifted children, the use of additional activities and segregated education system was mostly emphasized. For the arrangement of classroom environment, the use of materials and learning centers were frequently expressed. While there were various difficulties encountered in the education of gifted children, it was a noteworthy finding that teachers reported low self-efficacy for teaching gifted children.

The first review article of this issue was authored by *Müzeyyen-ELDENİZ ÇETİN, Evgin ÇAY, and Burak BOZAK* namely *“Examination of Single-Subject Researches on Individuals with Multiple Disabilities: Systematic Review.”* The purpose of this study was to analyze existing single-subject research on individuals with multiple disabilities in terms of age range and number of participants, dependent and independent variables, settings, research model, reliability, validity, and non-overlapping data (PND) percentages. Initially, the research that fell within the scope of this study was scanned electronically. Following index scanning, the bibliographies were scanned manually. As a result, a total of 54 articles and 2 dissertations were obtained. A set of inclusion criteria was used to select the ones to be included in the meta-analysis, which yielded 14 studies to be considered for criteria and the meta-analysis. Findings of the analysis, discussed in various contexts, have demonstrated that the majority of the studies have a large PND effect size. Some suggestions have been made for further research, as well.

The second review article of this issue is *“Teaching Math Skills to Individuals with Autism Spectrum Disorder: A Descriptive and Meta-Analysis in Single Case Research Designs”* which was authored by *Orhan AYDIN and Elif TEKİN-İFTAR*. The study aimed to evaluate the single-case experimental studies on teaching math skills to individuals with autism spectrum disorders in terms of (a) quality indicators developed by Horner et al. (2005), (b) descriptive analysis of the variables used in these studies, and (c) effect sizes of the interventions to decide whether they are evidence-based. Various databases were searched and the analyses were conducted for 26 studies. Results showed that 10 research studies classified as “acceptable” in terms of meeting quality indicators developed by Horner et al. (2005). The effect sizes of these studies were calculated (Tau-U and PND) and results showed that visual presentation instructions and strategy-based instructions are the promising instructions in teaching math skills to individuals with autism. Based on the findings, future research needs and recommendations to the practitioners were discussed.

I would like to kindly thank my colleagues for their vigorous efforts who are working with me on the Editorial Board for our journal to be published timely and to increase the quality: *Assoc. Prof. Seray OLÇAY, Assist. Prof. Şeyda DEMİR, Assist. Prof. Gamze ALAK, Assist. Prof. Zeynep BAHAP-KUDRET, Assist. Prof. Meral Çilem ÖKCÜN-AKÇAMUŞ, Assist. Prof. Eylem DAYI, Assist. Prof. Gülden BOZKUŞ-GENÇ and Instructor Şevket ÖZDEMİR* as well as Technical Coordination Executives *Res. Assist. Hatice AKÇAKAYA, Res. Assist. Yasemin ŞENGÜL, Res. Assist. Cebrail KARADAŞ, and Res. Assist. Samet Burak TAYLAN.*

I would like to thank our dear readers, authors, and reviewers for their support and contributions once again and I would like to kindly request you to continue your support and contributions during the ongoing process. I wish to be with you again in the upcoming issue which will be published in September 2020...

Assoc. Prof. Hatice BAKKALOĞLU